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ABSTRACT

Information on school/community partnerships in Virginia is provided in this resource guide, which is divided into five sections. The first section, "Building Community/Classroom Partnerships Through Coalitions," by Jane Asche, discusses recent findings that point to the need for coalitions to improve public education. Successful characteristics, stages, and benefits of coalitions are described. In "How to Make the Partnership Work: Fundamentals of Volunteer Program Management," Katie Noyes offers an overview of volunteer management for school/community partnerships. The third section, "How to Help the Partnership Thrive: Prevailing Over Minor Obstacles," by Carolyn Fullen, discusses the inevitable implementation glitches and suggests strategies for transforming potential trouble spots into opportunities. In "How to Reward Hardworking and Successful Volunteers," Sara Radkowsky introduces the application process for current award/recognition programs and Donna Caudill offers strategies for writing award nominations. The final section offers three parts. "Resources in the Commonwealth: Finding Trainers to Help Develop a Partnership Program," by Sarah Radkowsky, explains the purposes of trainers, services provided, and contact sources. The second part, to which Charlotte Kuchinsky and Carter White contributed, describes six Virginia school/community partnerships. Resource materials are listed in part 3. (LMI)

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VIRGINIA'S SCHOOL/COMMUNITY PARTNERSHIPS:
A Resource Guide

The Community/Classroom Connection Project
funded by a grant from the
Virginia Department of Criminal Justice Services

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PREFACE

The purpose of this guide is to provide information on school/community partnerships in Virginia. The guide, which is divided into five sections, contains essential information on why partnerships are important, why they need careful planning and support, how to maintain and enhance them, and how to find resources for each step of the partnership process.

In compiling the guide, we have sought to provide information that will be useful to as many school districts as possible, as well as to businesses and community organizations, whatever the level of their partnership programs. Thus, you will find fundamental information about building partnerships through coalitions, managing ongoing programs, and finding trainers to facilitate these processes. You will also find information about how to write applications to award your hardworking partnership volunteers, as well as sources for those awards. We have assembled resource materials for every stage of partnership development, and we will be happy to lend them as requested.

As your read through the guide, you will likely have additional information that would expand and enhance what we have assembled. We hope you will send us this information so that we can pass it on to others in the Commonwealth. In our year-long quest to seek out and describe school/community partnerships, we have discovered that partnerships are abundant and often successful. What is needed is a method for sharing information across the state, so that each partnership can benefit from the experiences of others and share its own successes and lessons.

If you will share your knowledge with us, we can create an efficient resource network across the state for sharing methods, materials and programs. The need is great for cooperation and mutual encouragement across the Commonwealth. We hope to hear from you about the programs and resources that you can share with others.

ACKNOWLEDGEMENTS

The Community Classroom Connections Project is funded by the Virginia Department of Criminal Justice Services and is housed at the Virginia Department of Volunteerism. Now in its second year, the Project has been assisted by a coalition of organizations dedicated to improving education in Virginia. Our thanks go to the following people who have provided assistance to the Project with advice, resources and the contribution of time and materials:

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CONTENTS

PREFACE: THE PURPOSE OF THIS GUIDE
ACKNOWLEDGEMENTS
INTRODUCTION: What is a school/community "partnership"?

SECTION **Page**

I. **HOW TO BUILD COMMUNITY/CLASSROOM PARTNERSHIPS THROUGH COALITIONS,** by Dr. Jane Asche 7

II. **HOW TO MAKE THE PARTNERSHIP WORK: Fundamentals of Volunteer Program Management,** by Katie Noyes 22

III. **HOW TO HELP THE PARTNERSHIP THRIVE: Prevailing over Minor Pitfalls and Obstacles,** by Carolyn Fullen. 33

IV. **HOW TO REWARD HARDWORKING AND SUCCESSFUL VOLUNTEERS,** by Sarah Radkowsky and Donna Caudill. 40

V. **RESOURCES IN THE COMMONWEALTH**

Part 1: Finding Trainers to Help Develop a Partnership Program by Sarah Radkowsky. 53

Part 2: Descriptions of Community/Classroom Partnerships in Virginia:

A Regional Partnership: **BIG-Ed,** by Charlotte Kuchinsky. 56

Local Partnerships: **A Sample of Four District Partnership Programs,** The City of Roanoke, the Town of West Point, Fairfax County, and the City of Virginia Beach. 65

A Unique Partnership: **The Video Documentary "Church Hill,"** by Dr. Carter White. 73

Part 3: Resource Materials
Partnership Materials available on loan from the Library of the Department of Volunteerism. 76

INTRODUCTION:

WHAT IS A SCHOOL/COMMUNITY "PARTNERSHIP"?

For the past year, the Community/Classroom Connection Project, housed at the Virginia Department of Volunteerism, has systematically examined school/community partnerships in Virginia. We have surveyed all of the school districts in the state, and sought out the many organizations which are involved in school/community partnerships. We have also solicited advice and information from those who are experienced in developing and supporting partnerships.

We have found that almost all school systems in Virginia have cooperative arrangements with their local communities, some of which are considered partnerships and some of which are not. These arrangements range from small and informal agreements to provide a single needed resource to formal, contractual partnerships that handle large amounts of resources and money to meet long-range and ambitious goals.

The term "partnership" is used to cover the whole range of possible relationships between schools and their communities. For example, some districts may say they do not have partnerships because of the informality of their contacts, yet they set and achieve goals in much the same way as districts with explicitly formal partnerships arrangements. Other school districts identify as partnerships informal arrangements such as permitting local organizations and businesses to donate products and discount coupons to students in ways that promote those organizations and businesses. The term "partnership" is applied to almost every possible arrangement between a school district and its community.

While acknowledging this broad conceptualization of the term, we draw six conclusions about school/community partnerships in Virginia, based on the information obtained through our survey:

(1) **Partnerships are abundant in Virginia.** Almost all school districts in Virginia have established some kind of arrangement with their local communities to work together to improve education.

(2) **The term "partnership" is used broadly.** To some, a partnership is a one-time event planned by a group of people brought together specifically for a single purpose. To others, it is a standing committee of local leaders who have been working to better the schools in their community for over 20 years.

(3) **Successful partnerships are well organized.** They are composed of representative groups that follow established procedures for maintaining and nourishing the partnership. Explicit goals are stated and the strategies for achieving these goals are clearly defined.

(4) **Partnerships include a wide range of activities.** Pizza discount coupons may be offered to school children in exchange for reading books or a multi-million dollar mainframe computer may be donated. Corporations may encourage their personnel to interact as mentors, tutors or trainers with students to provide individual academic support or organizations may sponsor class field trips and scholarship recognition programs.

(5) **Informal agreements between schools and local organizations are often effective variations of more formal partnership arrangements.** However, school districts often neglect to recognize informal arrangements as partnerships. Some school districts have long-lasting informal arrangements with their local communities that provide much-needed resources. Other districts develop informal agreements of a single-purpose, episodic nature between their schools and local organizations.

(6) **"Adopt-a-School" programs are the most popular partnerships in Virginia.** Individual businesses form relationships with particular schools with variations in the depth of commitment, range and duration of activities, and actual outcomes.

SECTION I:

BUILDING COMMUNITY/CLASSROOM PARTNERSHIPS THROUGH COALITIONS

Contributed by
Dr. Jane Asche

Center for Volunteer Development
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In this section, Dr. Asche discusses recent findings that point to the need for coalitions to improve public education. She defines the term coalition, discusses the characteristics of a successful coalition, describes the stages for building effective coalitions (based on the model proposed by the National Association of Partners in Education), and lists the benefits of community coalitions for education.

SECTION I:

WHY BUILD COALITIONS FOR ENHANCING EDUCATION?

... Because public awareness of the need for improving our schools is growing

During the past decade the public has been deluged with a series of national reports, beginning with *A Nation at Risk*, that document the current concern for educational quality. These reports focus on the relationship between the quality of schooling and America's future. They emphasize that the increasing rapidity of change in society has made it more difficult for all social institutions, including public education, to anticipate and adjust for needed institutional changes.

A consequence of this phenomenon is that America's youth are not prepared for workplace requirements or the role of world leadership called for by present conditions. A recent comprehensive report by the W.T. Grant Foundation, *The Forgotten Half*, indicates that half of America's young adults between the ages of 16 and 24 who are non-college bound are in serious danger of falling into poverty and staying there. This finding is especially true for America's rural youth as documented by the National Rural and Small Schools Task Force study mandated by the U.S. Congress. While the various reports differ regarding details covered, all point to the need for school improvement.

There are a variety of strategies that lead to effective school improvement, but there are also frequently many barriers that interfere with implementing these strategies. In order to overcome barriers, unique types of collaboration by people at various levels of the education community and the community at large are required in the planning and implementation of the strategies. Three critical factors which have inhibited school improvement efforts in the past are:

- failing to deal with limited resources
- failing to recognize and initiate opportunities for collaboration and resource sharing
- promising more than can be delivered

... Because community/school partnerships can overcome barriers to effective school improvement

Leading scholars on the subject of school reform promote partnerships, as documented by the findings from a report just released by the National Education Association, *Education and the Next Economy*, written by Robert B. Reich, a professor at Harvard's John F. Kennedy School of Government. The report discusses the importance of restructuring education toward developing a new economy that could get America out of its current dilemma of becoming a poorer nation. The author states that the new educational system

> " ... will require that we do in our schools what we must do in our business enterprises: push responsibility downward toward teachers and students (comparing them to the line staff in business enterprises); invite continuous incremental innovation at all levels; and foster collaboration among parents, teachers, principals, community groups, and the private sector."

The kinds of collaborative relationships recommended by Reich are, in fact, developing. In 1984, the U.S. Department of Education counted 46,000 school relationships with businesses, colleges and universities, civic groups, and other community partners. By the 1987-88 school year, the number had grown to more than 140,000 partnerships. According to the National Center for Educational Statistics, by the year 1989 volunteers were involved in partnerships in 60% of the public schools and 65% of the private schools across the country.

Not all partnerships remain intact for long. Those which succeed involve collaborative planning, shared responsibility for implementation of plans and evaluation of outcomes, and benefits to all stakeholders involved with and affected by the partnership. Potential partners with schools include: parents, students, business leaders, active and retired teachers, government officials, and youth-serving organizations. As one example, the business partnership movement has evolved over the last decade from the "adopt-a-school" concept of involvement, to participation in collaborative relationships formed to address long-standing concerns about education.

Today, the most successful, long-term partnerships appear to be those which are problem-solving relationships, in which business, education, and other community partners work together to set goals for educational outcomes. These partnerships tend to be able to change and grow despite personnel shifts and economic adversity. Business is one partner among several that come together **to create a shared vision about what students need to succeed in adult life and how all partners can**

collaborate to provide resources (human and material) to meet those needs. The notion of creating "the shared vision" has become such an important concept that the Allstate Insurance Company has published *Laborforce 2000*, a manual describing the community development process for arriving at this shared vision at the local level.

... Because the creation of successful partnerships requires specific steps, beginning with the building of a local coalition

The development and achievement of a shared community vision for education involves a thorough understanding of and commitment to building an effective coalition. Such a coalition is formed by bringing together all the diverse community groups that are stakeholders in the outcomes of the education system.

We believe that the art of building effective coalitions has been well articulated through the research and activities of government agencies and organizations such as the U.S. Department of Justice, the National Association of Partners in Education, the National Community Education Association, and the National Alliance of Business. All of these organizations have produced helpful materials for coalition building which you can locate in the reference chapter of this guide.

WHAT MAKES COALITIONS WORK?

Successful coalitions don't just happen: all successful coalitions share certain specific qualities which are essential. In this section we define coalition, discuss these specific and essential characteristics, and list the benefits that communities receive when they work together to improve public education.

DEFINITION OF A COALITION

A coalition is a structured arrangement for cooperation and collaboration between otherwise unrelated groups or organizations, in which each group retains its identity but all agree to work together toward a common, mutually agreed-upon purpose. In the case of coalitions for school improvement, the common purpose is to develop a community/school partnership to ensure the provision of the highest quality of education possible for all the community's youth.

When a coalition of persons and groups is in the process of being formed to work together on an issue, it is important to remember that coalition members must all be committed to the unifying purpose but may have different reasons for getting involved.

For example, members of a community may decide that its schools need improvement. A coalition of representatives of all the groups that have a stake in the quality of the district's schools are brought together to discuss the issues and agree on the common goal -- the improvement of the quality of education. The motivation for each member may be different:

- **Parents** want better standardized test scores for the district
- **Teachers** want more individualized instruction for their students and school based management
- **Businesses** want better prepared high school graduates for their workforce
- **The local Chamber of Commerce** wants better schools in its promotion of the community to new business and industry
- **Social Services agencies** want a system more responsive to the needs of special students

But **ALL** of these players will work together toward the common goal of improving the quality of education in the community's schools.

CHARACTERISTICS OF SUCCESSFUL COALITIONS

According to the manual, *Community Collaboration*, written by the National Juvenile Justice Program Collaboration Task Force, good collaborations have the following characteristics:

1. A coalition is usually **formed in response to an issue of major concern**--an issue too large and complex for any one agency to handle effectively on its own.

2. Where appropriate, the **active participation of youth themselves** is needed to help define as well as contribute to the design and implementation of strategies to address the problem(s).

3. Good coalitions **actively involve their members in establishing goals, objectives, and activities**. A coalition that does not do this will reflect the input of only a small minority of members. If that happens, many coalition members will not be totally committed to the plans. That can be a barrier to the coalition's success. Remember, people support projects that they have helped to create.

4. Successful coalitions have **clearly defined operating procedures and clear definitions of the roles members are supposed to play**. All participants need to have a clear understanding of the ground rules, what is expected of them, what they can expect from the coalition, and what the role of the chairperson and other key volunteer and salaried staff members will be.

5. Effective coalitions have the **support and influence of key actors in the community**. They are likely to be well known, with easy access to the community's decision makers and the media. A new coalition needs the leadership and influence such individuals can marshal, and the credibility and visibility their participation brings to the collaborative effort.

6. Successful coalitions have a **common vocabulary and an effective means of communication**. If the various groups interested in a common objective do not have a common vocabulary, they may use different words to describe the same phenomenon. This can lead to misunderstanding, and people may seem to disagree when in fact the problem is semantic. There also needs to be an established method of keeping members of the coalition informed of the activities of other members. Relevant information should flow easily wherever it is needed.

Remember: information is a source of power, and therefore one of the key tools of the political games that are played in organizations, institutions, and communities. People may hoard information and share it only when it serves their individual purposes, rather than the common good of the group.

7. Good coalitions have **shared leadership**. While a core group of individuals may be responsible for organizing the coalition and nurturing it through its formative stages, it is important that the coalition not remain the purview of one or two individuals. Collaboration requires shared planning, decision making, and responsibility for activities and, most important of all, shared credit and accountability for outcomes. In this way **members share turf instead of giving it all up**, which is a more realistic approach since receiving credit is generally crucial to survival for almost any organization. To the extent that leadership can be shared and rotated, commitment to the coalition will be strengthened.

8. A coalition requires a **commitment of time from all members**. Time is the most precious resource that busy people have, and while building a coalition will require much time, the coalition should be careful not to spin wheels, duplicate efforts, or otherwise waste the time of participants.

9. Coalitions require **regularly scheduled meetings.** The coalition needs to reach consensus on how it will act upon the recommendations of the committee work that goes on between regular meetings, as well as conduct any other necessary business. The result of not having regular and effectively run meetings is a break-down of communication which will dissipate the efforts of the coalition.

10. Successful coalitions have **procedures for measuring their progress and how well they are meeting their goals and objectives**. From the beginning, coalitions should plan for ongoing evaluation. Such a process allows for mid-course corrections, if needed, and also gives the community evidence that the coalition is responsible and accountable.

11. Coalitions **must have staff** -- loaned, volunteer, paid, part-time or full-time. Collaboration requires regular, if not full-time attention. This is especially true in the developmental stages, when there are lots of nitty-gritty chores--telephoning, writing letters, passing along information--that someone has to perform. It's risky to rely on the coalition's members, who are already busy with their own concerns, to pick up this duty.

WHAT ARE THE STAGES OF THE COALITION-BUILDING PROCESS?

The National Association of Partners in Education (NAPE) has developed a developmental program for building school/community coalitions. The Virginia Department of Education has trained school staff and community volunteers from over 71 schools divisions in this process. The process is research-based and has been used to organize hundreds of successful community/school partnerships over the past decade. It is fully described in the NAPE publication *A Practical Guide to Creating and Managing School/Community Partnerships.*

MAJOR STAGES IN THE NAPE 12-STEP PROCESS

Stage I: Creating Awareness:

- Inform key populations that a partnership is being considered as a means of increasing the capacity of the local community to meet the educational needs of the students.
- Think carefully about which key decision-makers should be approached to join the planning group.
- Remember that <u>any group that will be directly affected</u> by the partnership <u>must be represented</u> in the planning group.
- The person who contacts key leaders to ask them to participate in the planning group must be someone who has influence with them.
- Effective planning groups may include representatives from such target audiences as teachers, students, parents, service clubs, senior citizens, college students, school administrators, county supervisors, the school board and persons from the private business sector of the community.

Stage II: Assessing Needs and Resources

- Gather and interpret information to set goals and objectives for the partnership program.

- Explore the perceptions of the various stakeholders as to what the most important educational needs of the students are.

- A skilled facilitator trained in the process of strategic planning can be very helpful. Possible sources of such trained facilitators within the state of Virginia are:
  - State Department of Education
  - Virginia Community Education Association
  - Virginia Association of Partners in Education
  - Appalachia Educational Laboratory
  - Local Virginia Cooperative Extension Offices
  - Faculty volunteers from a nearby college or university
  - Local department of social services
  - State and local prevention specialists
  - Local Offices on Youth
  - Local Community Service Boards

Stage III: Formulating Partnership Goals and Objectives

- Determine through further study if the identified needs accurately reflect the real problems which need to be addressed to provide students with a quality education. Prioritize the needs, and re-state as goals and objectives.

- Agree upon what the stated purpose of the partnership is.

Stage IV: Identifying Potential Resources

- Decide what action steps are necessary to reach the objectives. There are several ways to design action steps:

  subcommittees of community members, led by a member of the partnership planning group, can develop action steps for each objective and report back to the partnership group; or

  if there are a limited number of objectives, the planning group itself can develop action steps.

- Action steps form the basis for further delineation of roles, responsibilities, policies and procedures, and the creative use of resources.

Stage V: Designing the Partnership Program

- Develop written descriptions of roles and responsibilities for volunteer and salaried staff
- Develop policies and procedures
- Create a reasonable organizational structure

Stages VI - XI: Implementing the Partnership Program

- Carry out the following steps which are components of the implementation stage:

  1. targeted recruitment of potential volunteers who can help meet identified needs
  2. orientation of all volunteers and salaried staff who will participate in the partnership
  3. training of volunteers so they have the information and skills necessary to do the jobs they are assigned
  4. training of staff in the schools so that they understand what their roles and

responsibilities include and provide the necessary supervision and support of volunteers

5. screening of potential volunteers to ensure that the work they are assigned will fit their skills, temperament, experience and the time they have available

6. meaningful recognition of volunteer contributions which leads to retention of valued volunteers in the partnership.

Stage XII: Evaluating the Partnership Program

- After all the objectives are written and an implementation plan developed, an evaluation strategy should be developed as well. The evaluation should provide information upon which to base future decisions about the partnership and its activities. The right information can help to secure funding from outside sources, build support in the school district, become the basis for new school improvement or restructuring activities, and convince the remaining community skeptics that a partnership might be worthwhile after all.

- Answer questions such as

  What changed?

  What difference did this make to teachers, the school, students, parents, business and industry, and the community?

  What were the effects of the activities on the behavior, attitudes and achievement of the target populations identified in the objectives?

BENEFITS OF A COMMUNITY COALITION FORMED TO CREATE PARTNERSHIPS FOR EDUCATION *

If school staff, students and community members engage in the process described above to plan and implement effective school/community partnerships, all receive benefits. The following are benefits listed by experienced participants in partnership programs throughout the country:

FOR STUDENTS:

- Students' learning horizons are expanded, both in their awareness of the worlds of work, science, technology, and the arts, and in their awareness of the relationship of school work to employment.

- Students develop increased self-confidence, and receive important encouragement to stay in school, to seek training after high school, to secure employment after graduation.

FOR THE SCHOOL SYSTEM AND ITS STAFF:

- Teachers and staff perceive increased "caring" in people and organizations outside the schools, and increased communication and trust between education and private sector.

- Opportunities arise to access previously unknown but available resources from the private sector and community organizations.

- Teachers and administrators gain access to opportunities for training that updates their technical knowledge and management skills.

FOR BUSINESS:

- Businesses are portrayed in a more favorable light, and the publicity they receive reinforces corporate and organizational efforts in the area of community relations, particularly community service.

- As awareness of educational problems increases, businesses gain a greater appreciation of schools' strengths and weaknesses and, in some cases, experience the satisfaction of successfully addressing problems through combined efforts.

- The morale of company personnel at all levels of management and operations goes up.

- Summer workforces often develop, providing opportunities for pre-training experiences for employment after high school.

FOR THE COMMUNITY AT LARGE:

- Community members' awareness increases, especially concerning the needs of schools and, more specifically, concerning the support and community resources necessary and available to help meet those needs.

- A spirit of cooperation and involvement grows at a time when many citizens feel alienated from the public schools.

- The likelihood of youth who are responsible citizens in the community is greatly increased as a result of the interaction with community volunteers.

FOR PARENTS:

- Parents' involvement in and positive attitudes toward public education increase as they see their children benefitting from partnership programs.

- The communications gap that often exists between parents and students, and business and civic representatives, narrows through their mutual concern and support for public education.

- Many parents are served directly by adjunct partnership activities, such as health screening clinics.

FOR GOVERNMENT AND PUBLIC AGENCY PERSONNEL:

- Support for the delivery of effective intervention programs for youth that are mandated by many community social service and government programs can be greatly enhanced by working through community/school partnership activities.

- Working with community school partnerships creates collaboration and the additional resources for accomplishing organizational mandates through the pooling of human and material resources.

* Source: Adapted from *School Partnership Handbook* by Dr. Susan Otterbourg.

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SECTION II:

HOW TO MAKE THE PARTNERSHIP WORK: FUNDAMENTALS OF VOLUNTEER PROGRAM MANAGEMENT

Contributed by
Katie Noyes

Director of Programs
Virginia Department of Volunteerism

In this section, Katie Noyes provides an overview of volunteer management for school/community partnerships. She describes strategies for involving volunteers throughout the creation of partnership programs, and explains how to use management principles to ensure continued success.

HOW TO MAKE THE PARTNERSHIP WORK:

INVOLVE VOLUNTEERS AS EFFECTIVE TEAM MEMBERS...

Partnerships between schools and community resources are often largely dependent upon volunteer involvement. Depending on the type of program being developed, these volunteers could be:

-- parents
-- non-parent residents
-- business representatives/employees
-- special experts
-- students from the "home school"
-- students from another school
-- college students

No matter who these volunteers are or what the nature of their activities, they require leadership and direction in order to maintain their motivation and effectiveness. this chapter offers information on how to effectively coordinate the efforts of volunteers in order to maximize their involvement.

POTENTIAL VOLUNTEERS, DONORS OR SUPPORTERS WANT TO KNOW...

» *What do you want from me*? (money, time, expertise)
» *How much will I have to give*? (options, flexibility)
» *What do I get in return*? (tangible and intangible benefits: what's in it for me?)
» *Why should I trust you*? (real or perceived risks, credibility)

It is important to be able to answer these questions fully and honestly before others will be willing to join the cause and become committed to your goals.

THREE CRITICAL ELEMENTS FOR SUSTAINING MOTIVATION...

Research tells us that there are three major factors that contribute to keeping workers satisfied and motivated, whether they are performing their job for a pay check or as a volunteer.

I. Worthwhile Activities:

While few would argue that our schools are not worth an investment of time and support, we must be sure that volunteers are involved in significant ways to meet valid needs. No one can afford to serve on a committee that doesn't serve a specific purpose, or assist students who don't really need the help, or

support a token effort. Thus, the needs assessment process is critical to the long-term strength of any school-community partnership. In addition, once volunteers are mobilized and put to work, it is helpful to occasionally remind them of why their contribution is so valuable and important.

II. Good Personnel Practice:

Volunteers need to be managed just as paid staff do in order to assure accountability, productivity, and motivation. This means following many of the same management steps which apply when working with a staff of salaried personnel, including: job descriptions, on-the-job procedures, support systems (parking, supplies, workspace), interviewing and placement in appropriate positions, orientation and training, supervision and recognition, performance evaluation, and recordkeeping. Paying attention to each of these pieces will minimize the chances that problems occur later on.

III. Positive Organizational Climate:

This factor deals with how it "feels" to work in a particular place or organization. If the climate is excessively negative, both salaried staff and volunteers may decide to quit. In order to create and maintain a positive atmosphere, we must encourage fairness, creativity, teambuilding, high energy level, openness to change, and responsiveness to new ideas.

TODAY'S VOLUNTEERS WANT...

-- to be part of a well managed organization that doesn't waste precious time
-- a clearly defined job with a realistic and manageable time commitment
-- a role in making decisions that affect them and their work
-- recognition that matches their motivations for getting involved
-- assignments that produce results
-- to meet real needs

COMMON ASSUMPTIONS ABOUT VOLUNTEERS...

"Volunteers are the answer to a shrinking budget."

They may be one answer, but they are not the only answer. Volunteers cannot save money if there was never money budgeted for that work to be done originally. Therefore, it is more accurate to think of volunteers as stretching the budget, extending the impact of what limited dollars there are. Volunteers enable us to do more with the budget we have.

"Volunteers mean well but aren't usually very competent."

Incompetency results when an individual cannot perform the assigned job, and often this is because the assignment is not appropriate. If we know what the job requires, and know the skills, abilities and interests of our volunteers, then the chances of a mismatch are greatly reduced. And the volunteers will indeed perform competently. The key here is: putting the right person into the right job. another facet of this issue is a caution: we must not equate "competency" with "credentials." There are individuals who are very good at particular tasks because of a natural ability and life experiences, yet may not possess a formal degree or educational credential. If we automatically judge them as "incompetent," we may lose out on a valuable staff member.

"We can recruit a volunteer to do just about anything."

In theory this is probably true, since there are as many variations on what people are willing to do as there are individual personalities. However, there are a few guidelines for making this a reality: (1) never ask a volunteer to do something a paid staff member wouldn't do (i.e. handle dangerous chemicals without adequate protection) (2) Identify the benefits to the volunteer -- and the organization - for doing a particular job: this relates to what might motivate a volunteer to do the job, and will be very important during the recruitment process. (3) Beware of labeling particular jobs as "good" or "bad". What is one person's grunt work is another person's joy, and vice versa.

All work assigned to volunteers must be perceived as important to the organization -- whether it is raising money, stuffing envelopes, sewing costumes or mending books -- or else it is an insult to ask volunteers to do it.

"There are many risks involved in allowing volunteers to work in our organization."

Yes, there are risks anytime we involve more people in activities, but the risks are no greater for non-salaried staff than for salaried. The solution is to anticipate as many of the potential problems as possible, and take steps to reduce the chances of those things happening as much as possible. Asking, "what if..." and then establishing procedures and protection is the best way to practice risk management. Of course, potential risks must be weighed against potential benefits in order to justify the involvement of volunteers. (See Chapter 3, "Trouble Shooting," for a discussion of how to anticipate and plan for possible problems.

"If volunteers are too good, they'll replace paid staff."

In actuality, history proves just the opposite to be true: Volunteers have created most of the paid professions in this country by proving that certain jobs were critical enough to warrant being built into a stable, consistent position. One of the most valuable roles volunteers play are as experimenters, trying out new ideas before the establishment is ready to spend a lot of money on them. This often results in program expansion and the creation of additional paid positions, not the other way around. Also, most non-salaried staff want the part-time option of their volunteer job, and are not interested in "taking over" on a full-time, paid basis.

TO ENSURE SUCCESS, APPLY MANAGEMENT PRINCIPLES

The chart below shows how traditional management functions have been adapted to the management of volunteers. A brief description of each of the management elements follows on the next pages.

I. Planning	Assessing Needs Assessing Organizational Readiness
II. Organizing	Developing a Structure Allocating Resources Designing Volunteer Jobs Establishing Support Systems
III. Staffing	Recruiting Screening and Placing Orienting and Training
IV. Directing	Supervising Assessing Volunteer Performance
V. Controlling	Keeping Records Evaluating the Program

I. PLANNING

Assessing Needs

Ask questions of all parties involved (students, teachers, parents, non-teaching staff, administrators) to determine that both organizational and individual needs exist. do not ask, "what could a volunteer do to help you?" because the answer will be restricted by stereotyped ideas about what volunteers can or cannot do. Instead, consider posing questions such as:

- *What would you like to see happening that isn't being done now?*
- *What would you like to do that you don't have time for now?*
- *If you had all the money in the world, how would you change your organization?*
- *Which pieces of your job do you really enjoy?*
- *Which pieces of your job would you just as soon have someone else do?*

Once this information has been gathered, more specific decisions can be made: Of all the work we need to have done, where is it appropriate to involve volunteers? What are your priorities? What is a realistic timeframe for developing a volunteer program? What do we expect our volunteers to accomplish?

Assessing Organizational Readiness

The organization needs to be prepared to add a new way of doing things, to adopt a new mind set, to create a welcoming environment for volunteers. Some clues to readiness lie in the answers to these questions:

- *Are we ready to share power with volunteers?*
- *Are we willing to listen to their creative ideas and listen to their creative criticism?*
- *Is our administration really committed to having volunteers involved, or only giving lip service?*

- *How does the community view us? Is our image positive or negative* (making it nearly impossible to recruit volunteers)?

- *Are we visible and credible?*

- *Do we have the space, parking, supplies, etc. for volunteers to work?*

- *Is staff comfortable with the idea of working side-by-side with volunteers?*

II. ORGANIZING

Developing a Structure

Who will have primary responsibility for leading the volunteer program? Is this person serving in the role because of strong interest or because he/she was "anointed?" If the program manager has other responsibilities as well, how will the workload be adjusted to accommodate the volunteer-related duties? Which management tasks will he/she perform, and which ones will be delegated to others? Does this manager have access to decision-making authority? What is the chain of command? How will we ensure continued input from all parties involved? Do volunteers show up on our organizational chart in every area where they work?

Allocating Resources

Contrary to what some may believe, volunteers are not "free." Any volunteer program will require some funding if it is to last, but that investment should yield results worth much more. There should be a budget for items such as : printing, equipment and furniture, recognition, training, travel, insurance, salaries of managers and support staff. The costs involved will vary greatly depending on the number of volunteers, what they will be doing, and what types of in-kind support can be garnered. The point is there are non-salary costs associated with supporting both a paid staff and a volunteer staff.

Designing Volunteer Jobs

Just as few of us would consider taking a salaried job without a job description, few volunteers are willing to sign up to help without this kind of information. The job description is a building block which you will use in recruitment, screening, placement, supervision and evaluation. It may be simple or complex, short or lengthy, according to the type of work it describes. But it should contain the following types of information:

- job title
- goals of the job

» specific tasks involved
» type of skills, expertise, knowledge required to do the job
» time commitment
» supervisor
» resources available to do the job
» benefits for the volunteer

Establishing Support Systems

Before volunteers can begin to work for you it is critical to have built organizational supports to enable them to be as productive as possible. This means paying attention to things such as:

» adequate liability insurance
» appropriate space and materials
» support from administration
» receptive attitudes among paid staff
» effective internal communication

All of these contribute to a positive "organizational climate" essential to keeping volunteers motivated and involved.

III. STAFFING

Recruiting

In today's competitive climate, volunteer recruitment must be deliberate, focused, and ongoing. No longer can we simply put up a poster on the community bulletin board or run an ad that says, "We need your help. Come volunteer with us." Instead, we must borrow marketing techniques from the business world and approach volunteer recruitment as if we are selling a product: "I have a volunteer opportunity to offer you. This is what it will cost you. and this is what you can receive in return. Will you agree to do this job for us?"

We must identify specific individuals (or groups) in our community who have a vested interest in what we are doing, and then determine what motivations we can appeal to in order to get them involved. We must also be able to articulate why our volunteer opportunities are unique from all the others out there. This targeted approach takes a little longer to plan, but it greatly increases the chances that we will recruit exactly the type of volunteers we need.

Screening and Placing

This is the final step in "getting the right person in the right job." It usually consists of activities such as interviewing the prospective volunteer, gathering basic information on some type of application form, reaching agreement on the job to be done, and clarifying expectations. Of course. the option exists to reject a potential volunteer if there are specific reasons why that individual is not suitable. But it is best to follow EEO hiring guidelines here as well, and be sure that there is a valid job-related reason for turning someone away. If it must be done, be sure to suggest alternative places in the community where the person may pursue volunteering.

Orienting and Training

Orientation is the process of providing general information which all volunteers should know about the organization -- similar to an employee orientation. This includes such things as: history, organizational chart, parking, security measures, names of hey administrators, recordkeeping requirements, and the phone system. Training, on the other hand, is job-specific information directly related to whatever job the volunteer will be doing. Thus, training for tutors will be different than training for office assistants. Some jobs may require a lot of training, others virtually none. but all volunteers should receive the same orientation. And remember, both orientation and training can often be done by other paid staff and experienced volunteers, thus freeing up the coordinator's time for other duties.

IV. DIRECTING

Supervising

Again, the amount of supervision needed depends on the type of work involved and the abilities of the volunteers themselves. Volunteers want the same thing from their supervisors that paid staff want -- accessibility, fairness, help with problems, praise, constructive criticism, and a say in matters affecting them. The essence of being an effective supervisor is being able to effectively delegate tasks to others and then empowering them to get the job done. Yes, volunteers will take time to supervise, but if the return from that investment of time is substantial and significant, then it is worth it.

Motivating and Recognizing

In many ways, the best recognition for volunteers is a well-run program that generates meaningful work and visible success. Some volunteers love certificates, some love social events, some love getting their name in the paper, some love

having a letter of appreciation sent to their employer. These are all important, but they have little effect on whether or not a volunteer keeps returning faithfully and enthusiastically. Rather, lasting motivation comes from continuous feeling of being needed, of accomplishment, of being part of the overall team. Thus, the job of maintaining this atmosphere falls to all staff, not just the volunteer coordinator.

Assessing Volunteer Performance

Some volunteer jobs lend themselves to a more formal "evaluation" process, while others do not. It is up to you to decide how much assessment is needed and what form it will take. What is most important is that the process be a two-way exchange of information about what's working well and what needs improving. This means allowing a volunteer to offer suggestions on how a supervisor could be more helpful or how an organizational procedure might be improved, as well as allowing the supervisor to offer observations about the strengths and weaknesses of that volunteer. What we must avoid is the negative connotation of "evaluation" which implies a supervisor "Playing God" and passing judgment on the volunteer down below!

V. CONTROLLING

Keeping Records

Documentation is extremely important today for several reasons. It provides continuity through staff changes; it is critical to risk management practices; it proves the scope and quantity of volunteer contributions; it justifies the expenditure of staff time and organizational resources; and it enables you to recognize individual volunteers and their accomplishments in many different ways. The simple rule of thumb is: if the information will be truly useful, then record it; if not, then don't waste staff and volunteer time with extra paperwork.

Some of the most basic types of records related to volunteer programs include: initial application form, time sheets, job descriptions, recruitment activities, evaluation results, logs of the coordinator's activities, problems encountered and how they were resolved, and donations received. Records are most effective and efficient when they are developed as part of an entire system. Thus, forms need to be developed that complement each other, not duplicate, and no new form should be created without considering how it relates to all existing forms.

Evaluating the Program

As with other activities of the organization, it is important to periodically evaluate the volunteer program. This may be done annually to prepare for planning goals and objectives for the coming year, and should involve every- one -- administration, teachers, other paid staff, parents, students, and volunteers. Each brings a unique perspective to the program, and thus is critical to creating an overall picture of success and/or problems. Furthermore, by involving all these groups, a common sense of ownership is developed and maintained which can only strengthen the program's future.

A WORD ABOUT GROUPS...

The management steps described above primarily refer to individual volunteers. However, there are often times when an entire group can be recruited to conduct a short-term volunteer project or to handle a cluster of tasks on an on-going basis. While the same management steps generally apply to these groups as well, here are a few suggestions based on the uniquenesses of this type of volunteer resource:

- Develop a solid working relationship with the group leader or primary liaison person.
- Be sure to reach consensus on the goals of the project or activities, as well as general operating procedures.
- Establish a regular means of two-way communication between the school and the group; relying upon informal, random sharing of information can lead to confusion, misunderstanding, and a waste of everyone's time.
- Be accessible to group leaders for questions and problem-solving; even though you have delegated a substantial amount of work to this group, you remain as responsible for success or failure as they.
- Plan some type of recognition for the group as a whole, as well as for individual members. Both have their value.
- Remember that every group member is another link between school and community -- with the potential of mobilizing even more material and human resources.

SECTION III:

HOW TO HELP THE PARTNERSHIP THRIVE: PREVAILING OVER MINOR OBSTACLES

Contributed by
Carolyn Fullen

Fairfax County Voluntary Action Center

In this section, Carolyn Fullen discusses the inevitable glitches that arise in any program when the planned activities get underway. She proposes some strategies that can be used to turn these potential trouble spots into opportunities to help the partnership work together and become stronger.

HOW TO MANAGE THE PARTNERSHIP AND HELP IT THRIVE: STRATEGIES FOR SUCCESS

by
Carolyn Fullen

No matter how carefully our coalition is assembled, no matter how large or small our public/private partnership, no matter how diligently we follow the steps for managing volunteers -- sooner or later there will be an unexpected glitch along the way. There is no way to totally avoid problems once a plan begins to be implemented, so we'd best prepare ourselves to deal with them, and not be totally surprised when they arise.

Here are some tips gleaned from those who have encountered problems "in the trenches" and have survived!

"Treat obstacles as stepping stones, not stumbling blocks."

Instead of regarding problems as brick walls that halt progress, it is helpful to think of problems as opportunities to improve the program. Adopting this mind-set will affect how solutions are developed, and prevent negative attitudes from taking over.

"Expect the unexpected.".

As part of the planning process it is helpful to spend some time purposely thinking of everything that could possible go wrong -- our worst nightmare come true. Then identify the possible causes of those catastrophes, and what can be done to reduce the likelihood of it occurring. By acknowledging these potential problems ahead of time, we can overcome a great deal of anxiety and greatly increase the effectiveness of our plans.

The chart on the following page has proven helpful in identifying these potential pitfalls at each stage of planning:

PLANNING FOR THE UNEXPECTED:
A SUPERVISION WALK-THROUGH ANALYSIS

These are the stages of the work to be done: -a "mental walk-through"	**These are the potential pitfalls of each stage:**	**These are the things I can do to help at each stage:**

And when the work is done, here is how I can make everyone feel good about it (and maybe want to help again)

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"Remember, people are the most important factor in a successful partnership."

Select individuals to coordinate activities who have adequate time and are competent, charismatic, and committed to the program. Make sure that the lines of communication are open, and solicit their opinions, insights, and intuition about the program. Listen carefully to them.

"Solicit top level support for the program."

Secure personal investment from school-based leadership and community partners. Seek out those members of the community who can commit resources to the partnership, and who have the vision and the will to persist and to lobby others to join the partnership.

"Learn as much as possible from those who have already been there"

If you are replicating a model program developed elsewhere (even if it's not identical in nature), be sure to ask questions such as: "What were the things that went wrong? What problems did you encounter? What would you do differently the next time?" Those who have completed a project are always ready to sing its praises - but often there is just as much to be learned from mistakes as well. Benefit from the experiences of those who have been through the process you are beginning. Remember - problems are opportunities to improve.

"Know the particular concerns of everyone involved."

Each partner in the coalition brings its own set of needs, expectations, and goals. The more familiar you are with these, the easier it is to zero in on potential trouble spots. Lay this information out in a chart so that you can readily see what matches and where there is disparity in each of these areas.

"Identify potential partners based on both shared interests and geographical proximity."

A collaboration grid can be used to help discover those community agencies and organizations that may be viable partners with schools. The key is to take a broad approach that is creative and inclusive. The following chart has been very helpful.

COLLABORATION GRID

	Needs	Expectations	Goals
SCHOOLS			
COMMUNITY AGENCIES			
BUSINESSES			

"Schedule regular meetings with all concerned partners

This keeps everyone informed and provides a forum for discussion and clarification.

"Take charge of the problem and attack it head-on."

Once a problem surfaces, don't try to cover it up or minimize it. Face the unpleasantness, deal with the real issue, and work with those involved to move forward again toward the common goal shared by everyone. An important part of this is understanding the problem from all sides before taking steps to resolve it. Take time to place it into the larger context, hear other opinions, gather the facts - avoid jumping to conclusions. The better informed you are, the easier it will be to arrive at the best solution.

"Stay with the process."

It's important to develop a sense of momentum and continuity to carry you through the rough times as well as the smooth. Take pride in "small wins", build in rewards each step of the way, and keep reaffirming why the program is important. Don't let one or two problems along the way detract from all the positive results that are happening.

"Plan for continuing recognition of volunteer efforts."

Recognition should be ongoing and multi-faceted to ensure continuing success. The program should be promoted through various means: newsletters, recognition awards, media coverage, word-of-mouth, etc.

"Keep the program growing."

New content and ideas should be periodically introduced into partnerships to maintain interest and avoid monotony. Fresh approaches make appropriate topics to use in promoting the program.

"Keep the dream alive."

Many of us choose to volunteer, choose to collaborate with others, because we have a vision of making things better. We believe that we can make a difference, and this is the dream that motivates us. But it is easy to lose sight of that dream once we become immersed in the "nitty gritty" of implementation. As a program leader, we have a responsibility to remind everyone of that dream and keep that connection strong. In this way, the "what" and the "how" never becomes more important than the "why."

"Keep in mind that trouble-shooting never ends."

There will be problems associated with start-up...with growth and expansion...with passing the torch to new leaders... with nurturing the founders and building a program history. so with each new phase we repeat the process of anticipation, learning from others, planning for change. And then there aren't nearly as many troubles to shoot as there could be!

SECTION IV.

How to Reward Hardworking and Successful Volunteers

contributed by

Sarah Radkowsky
President
Virginia Association of Partners in Education

and

Donna Caudill
Director
Business/Industry Relations
Fairfax County Public Schools

In this section, Sarah Radkowsky introduces the process for applying for current award and recognition programs available at the national, state and local level. Donna Caudill presents suggestions for writing award-winning applications for these awards.

HOW TO REWARD HARDWORKING AND SUCCESSFUL VOLUNTEERS

by
Sarah Radkowsky, President
Virginia Association of Partners in Education

OVERVIEW

Almost every existing partnership in Virginia has volunteers or a volunteer program whose contributions deserve special recognition. Bringing out those outstanding qualities on the award application form requires thought, planning, and editing. We have found that deserving programs may not have gained the recognition sought through winning a state or national award because the application failed to convey the role-model qualities of the potential award recipient.

The most important piece of advice we can offer to the person filling out an application for an award is to **respond completely and specifically to the question**. Avoid vague answers that lack specific details. Take the time to gather facts and information which detail the particular contributions of the person or organization which is the subject of the application.

A solid record-keeping system will provide valuable data which is easily retrievable. Most volunteer programs maintain records of their volunteers' time, length of service, type of volunteer task, a list of service recipients, and the value of the donation of the recipient.

Most award applications seek information on the positive change in the client brought about specifically due to the partnership member's contribution. Over the long run, keeping correct and detailed records will result in easily accessed and collated data. This in turn makes successful completion of the application form a very simple task.

TIPS FOR WRITING AWARD NOMINATIONS

by
Donna Caudill
Director of Business/Industry Relations
Fairfax County Public Schools

Writing a good, succinct award nomination can be a challenge. Here are some guidelines to help in the development of clear and explicit nominations.

Because of the large numbers of nominations received for many awards, readers are asked to evaluate the forms. Points are usually assigned to each category on the form; points are often deducted if directions were not followed by the person filling out the form. It is important to give only the information requested and use the exact space allocated. Additional pages or information should not be attached; this will usually be discarded, especially if the directions specifically stated not to attach further information.

All forms should be easy to read and appear well-organized. Always type, rather than print, the information requested on the nomination form and any cover sheets. Leave clear margins, never cover every clean space allotted with words. State your thought in paragraphs, never write one giant paragraph if several ideas are expressed. Use the same type face throughout.

Check the eligibility requirements before you prepare a nomination. Most forms will be disqualified immediately if the program being nominated does not meet the requirements. For example, if one requirement is that the program has been in existence for two years, don't submit it after only one year, wait a year.

Provide a clear idea about the program. Focus on one distinct aspect in the nomination. In describing activities, be succinct. State the unique features of the program first, put the history last. Whenever you can, include actual numbers of volunteers, hours, students, etc., involved in the program. Show relevance, state how this program fits into the "big picture" or goals of school district.

A most important part of the nomination form will request that the nominator demonstrate program outcomes. This is your chance to tell about the impact on students and/or teachers. Be sure to include quantitative information; list such things as changes in attitudes of students or staff, pre and post test data, or how much the dropout rate was reduced.

It is important to show the stability of the program being nominated. Be sure to tell how long it has been in existence, what changes or modifications have been made during that time, and the growth trend.

If endorsements are required, give what is requested. If the form calls for statements from a teacher, student, and business volunteer, don't substitute the superintendent for the teacher. Be sure to label each quote so the reader will clearly understand who wrote it.

Nominating programs for awards is an effective way to provide positive feedback for people who are responsible for organizing these programs. Take the time to do a good job in preparing the form and you will meet the challenge of writing nominations.

EXAMPLES OF APPLICATIONS FOR A NATIONAL AWARD:

The National School Volunteer Program selects outstanding volunteers each year for a Kraft/Disney Award. To apply for this award, an official application must be filled out, in which the activities of the person being nominated must be described in terms of type and quality of volunteer service, impact of volunteer service, the endorsements of others in the volunteer program, and quantitative statistics. The directions for filling in each part are clearly stated. Here are some examples of applications that provide complete information as required and applications that are incomplete and fail to provide clear information.

Section II of this application form asks first for the type and quality of volunteer service.

EXAMPLE 1 - A good description:

"When _____ began tutoring at ____ High School in September, 1986, the staff in the Science, Mathematics, and Computer Science Magnet, taking advantage of his background, asked him to serve as "technical resource coordinator," recruiting yearly over 180 scientists as technical advisors and mentors to 70-90 high school seniors completing senior research projects. He also recruited those human resources to the system-wide database, making them available to all 100,000 students in MCPS. In September, 1987, he requested an additional assignment at _____ Elementary School, tutoring 4-6 graders in remedial math, using his engineering background to help the curriculum specialist identify problem areas in student strategies for learning elementary math. He established a partnership between the elementary school, a communication magnet school, and a local ABC-TV station whose employees helped make the school TV studio accessible to mainstreamed orthopedically handicapped students. He also serves on a central office committee to revise the secondary math curriculum, bringing in scientists and engineers to advise the committee on math needs in the world of work."

The applicant has clearly laid out exactly what this volunteer does, and the level of quality of that service.

Example 2 - incomplete information:

"During the 1988-89 school year, Mr. _____ volunteered to help math students in grades 7-12 two periods a day, twice a week."

It is hard to surmise from this response the type and quality of volunteer service. Explaining which math students were helped, the nature of the help, and the level of commitment would all add immeasurably to the information given here.

The application next asks for a description of the impact of the volunteer service:

EXAMPLE 1 - complete desciption:

"_____'s work has both a direct and an indirect impact on students, school staffs and other DOC volunteers. For the students with whom he works directly he is a funny, lively mentor and friend. For students who only see him in the halls or at special programs (He spends a great deal of time at his schools) he is an inspiration. He also has an indirect impact on all the students in all 15 schools that the DOC works with (probably over 5000 students) because his constant visits to the schools and his interaction with students give him a good picture of what schools needs. He confirms those needs with principals and staff and then sees to it that resources are provided which fill the needs.

By interacting with him, adults are often motivated to find new responses to long-standing problems. He has discussed curriculum issues and promoted innovative staff development programs. He provides additional educational resources when they are needed. For example, when the Bureau of Mines closed, he immediately thought to ask for scientific equipment the bureau would no longer need. The equipment was transferred.

His impact on volunteers must be taken into account as well. He interfaces on a day-to-day basis with partnership liaisons from subdivisions within DOC, each of whom is responsible for a separate partnership, and he constantly recruits new volunteers form within agency ranks. Because of his work in the schools and his work on disability issues, he is widely known and respected within DOC. His leadership skills and his dedication to the cause of education often convince other employees to follow his lead and volunteer.

This response goes to great lengths to describe in full detail the breadth and depth of this volunteer's efforts. Because of this writing effort, the reader of this application has a full sense of the impact that this volunteer is having through his efforts.

EXAMPLE 2 - complete description:

"Nearly 240 gifted high school students have had access to the best scientific minds in the nation as "technical advisors" (to answer specific questions) and "project mentors" (to provide regular assistance to design and implement projects). Staff at ____ have also had access to consultant help. A local TV station has "adopted" _____ elementary school and has technicials re-designing and modifying equipement in the school's TV studion so that 60 orthopedically handicapped students can have easy access. Eleven 4-6 graders

have had "t.l.c." and remedual math tutoring, bolstering not only their self-esteem but also their willingness to persevere in math. The Connection Resource Bank, a system-wide database of math and science resources, is 300 resources richer. Secondary math specialists have had access to the thinking of scientists and engineers as they revise the mathematics curricula for secondary students. _____ has infused everyone he comes in contact with, students, teachers, administrators, business people, scientists and engineers, with a belief of the importance of building bridges between the world of school and the world of work."

This response is clear, detailed, specific, and does justice to the achievements of this volunteer.

EXAMPLE 3 - incomplete description:

"His efforts were both appreciated and effective. One struggling student sophomore from out of state, passed a Level II course without benefit of the Level I course. Another low performer managed to pass both the course and the Regents exam. In short, low ability students demonstrated an improved grasp of concepts.

Some higher ability students came to _____ one period a week for extra practice, hoping to achieve high scores on their math exams. Their scores ranged from 100% to 96%

In this section, there is no doubt that the volunteer was working successfully with students, but the examples are not clearly related to the statements of improvement. The impact of the volunteer's work is not clear and effectively described here.

The last section of the application asks for quantitative statistics -- improvement in academic work, attendance, or behavior. The term itself - "quantitative statistics" is perhaps daunting, sounding very official and scientific. But basically what is needed is information that has been counted. If academic work improved, what numbers can you use to support such a statement?

Perhaps 36 students participated and their grades went up an average letter grade each. Or perhaps 27 students, or 75%, of the 36 students improved their grades. Perhaps the grades went up two letter grades for 18 of the students (50%), one letter grade for nine of the students (25%), and remained the same for 6 of the students (about 16%). Perhaps of the 36 students working with the volunteer, the number of absences decreased. By how much? Use number of days, or percentages, not "went down." Perhaps the volunteer put in many

hours a week. How many? This is what is needed for this section.

EXAMPLE 1 - effective use of quantitative statistics:

"For three and a half years, he has worked thirty hours per week at _____ High School. Each year he identified 100 technical advisors, 80 mentors and linked them with 60-70 students for support with senior research projects. He enlisted more than 300 scientists into the central, system-wide Connections Resource Bank which makes mentors and speakers available to all 100,000 students in our district. for two and a half years he has tutored fourth through six grades in remedial math at _____ Elementary School, four hours a week. For one and a half years he has served on the Central Office Secondary Math Curriculum Committee (two hours per month).

The description here includes length of time, numbers served, and number of hours committed to service.

EXAMPLE 2 - effective use of quantitative statistics:

"According to principals and staff at both _____ and _____, students' interest in science and math have increased substantially since the inception of those schools' partnerships with DOC, and many teachers have benefited from education in the latest math and science theories and techniques.

For the past 4 years, _____ has recruited approximately 15 volunteers whose areas of expertise include mathematics, many from the Census Bureau. These people work with _____ students for two hours twice a week for six weeks before that California Test of Basic Skills. As a result, each year these students have been able to score at or near national norms on the tests, whereas they had been unable to before. School personnel attribute the improvement to the quality of the volunteer tutors.

The description here includes all information available concerning the effects of this volunteer's efforts.

EXAMPLE 3 - information not provided as requested:

"Included in previous section."

The information should be provided here. The reader of this application would have to search through the rest of the form to find this information. The reader of this application should not have to try to decide which information is intended to cover both the section in which it appears and the statistical section.

RECOGNITION AND AWARD PROGRAMS: FIND THEM OR CREATE THEM

by
Sarah Radkowsky

When completing awards applications, you should turn to the award sponsor with your questions or when you need clarification. All sponsors have published phone numbers and have on their staff an employee who can answer your questions. Other individuals and organizations to whom questions can be directed include:

Virginia Association of Partners in Education 804-272-7532
P. O. Box 18172
Richmond, VA 23226

Center for Volunteer Development 1-800-572-2180
CEC, CVD Suite, Virginia Tech
Blacksburg, VA 24060

Donna Caudill, Director 703-698-0400
Office of Business/Industry Relations
Fairfax County Public Schools
7423 Camp Alger Avenue
Falls Church, VA 22042

Maggie Barnes, Communications Director 804-644-1607
The Virginia Chamber of Commerce
9 South Fifth Street
Richmond, VA 23219

Virginia Department of Volunteerism 804-786-1431
223 Governor Street
Richmond, VA 23219

NATIONAL AWARDS

One of the best ways to bring attention to a good partnership program, to highlight an outstanding contribution and to renew participants' interest is to seek an award. Several prestigious awards are available on the national level. Listed below are organizations sponsoring various types of national awards for partnership programs, as well as sample application forms, and addresses and phone numbers for program directors seeking additional information.

National Alliance of Business

Suite 700, Attn: Marilyn Werkheiser
1201 New York Avenue, N.W.
Washington, D.C. 20005

202-289-2832

DESCRIPTION OF AWARD: 8 categories for Award Nominees: Business Volunteer of the Year, Job Training Professional of the Year, State of the Year, Company of the Year, Service Delivery Area or Private Industry Council of the Year, Business/Education Partnership Program of the Year, Job Training Program of the Year and Workplace Learning Program of the Year.

Award: *Outstanding School Volunteer Program and Business Partnership Awards*

National Association of Partners in Education

601 Wythe Street, Suite 200
Alexandria, VA 22314

1-800-992-6787

DESCRIPTION OF AWARD: Entries must focus on one distinct aspect of a partnership or volunteer program. Award winners are designated by size of district served.

Award: *The Ellsworth McKee Award*

National Association of Partners in Education
601 Wythe Street, Suite 200
Alexandria, VA 22314

1-800-992-6787

DESCRIPTION OF AWARD: Recognizes 6 individuals, three each from the private sector and from the public sector, those who have contributed significantly tot he development and extension of the Partnerships in Education Movement. Contribution can have been made at the local, state and/or national levels.

Award: *The Educational Sponsorship Award and NAIEC's Utilization Award*

National Association for Industry/Education Cooperation
235 Hendricks Blvd.
Buffalo, NY 14226

716-834-7047

DESCRIPTION OF AWARD: Recognizes business firms, trade associations, professional organizations and public or post-secondary educators. (See information sheet)

Award: *Outstanding School Volunteer Awards*

Correction: Please note that the award for the *National Association of Partners in Education* and that of the *National Association for Industry/Education Cooperation* are reversed on this page. Also, the *National Association of Partners in Education* has a new address:

National Association of Partners in Education
209 Madison Street, Suite 401
Alexandria, VA 22314

National School Volunteer Program

Kraft General Foods/Walt Disney World Co.
601 Wythe Street
Suite 200
Alexandria, VA 22314-9934

1-800-992-6787

DESCRIPTION OF AWARD: Recognizes contributions of school volunteers, including Youth Volunteers, Intergenerational Volunteers, Special Education Volunteers, Business Partnership Program Volunteers, Adult Volunteers-Elementary Level, Adult Volunteers-Secondary Level, and Volunteer Program Organizers.(See information sheet)

Award: *The NAPE Outstanding School Volunteers Awards*

VIRGINIA AWARDS FOR PARTNERSHIPS:

Outstanding Business and Industry Partnership
Outstanding Local Advisory Council/Committee

DESCRIPTION: Recognizes partnerships which involve a vocational-technical program and acknowledges the valuable contributions councils/committees make to state partnership development.

FOR MORE INFORMATION:
Virginia Council on Vocational Education
7420-A Whitepine Road
Richmond, VA 23237

804-275-6218

The Governor's Award for Volunteering Excellence

DESCRIPTION: Recognizes outstanding contributions in volunteerism within the State of Virginia.

FOR MORE INFORMATION:
Virginia Department of Volunteerism
223 Governor Street
Richmond, VA 23219

804-786-1431

SECTION V:

RESOURCES IN THE COMMONWEALTH:

PART 1: FINDING TRAINERS TO HELP DEVELOP A PARTNERSHIP PROGRAM

contributed by

Sarah Radkowsky
President
Virginia Association of Partners in Education

In this section, Sarah Radkowsky explains the purpose of trainers, the kinds of services they can provide, and suggests several sources for contacting trainers for your partnership.

PART 1: FINDING TRAINERS TO HELP DEVELOP A PARTNERSHIP PROGRAM

Trainers in partnership growth, development and maintenance are available in all areas of the Commonwealth. Most trainers have served as local program directors, whether in a paid capacity or as a volunteer, and gained experience on the job that they can pass on to program developers just getting started. Traditionally trainers are asked to provide expertise in one or more of four phases of a developing program:

a. During the planning stage;

b. During the early stages of development, usually within a year of the first stage;

c. During the initial evaluation, when new goals are being set;

d. When problems arise which were not foreseen (here the trainer serves as a troubleshooter).

For many years several state and national organizations have provided training to school divisions and businesses or business-related organizations which desire to begin a partnership program. The National School Volunteer Program, now part of the National Association of Partners in Education in Alexandria, Virginia, began its Training Academies in 1981. Directors of successful programs were recruited to travel to national sites to train educators and business personnel in a 12-step program development process, which begins with creating awareness in the community in order to formulate new goals and objectives for the ensuing year or years.

Such formalized training is provided in Virginia through the State Department of Education and the Virginia Association of Partners in Education, the Virginia Department of Volunteerism, the Center for Volunteer Development in Blacksburg, the Mid-Atlantic Center for the Community Education at the University of Virginia, and the Virginia Department of Corrections.

As the number of partnership programs grow, so indeed does the number of trainers available. A desire exists on the part of successful partnership program directors and coordinators to share that success with other divisions and locales. The need for such professional "sharing" is augmented by the current needs of schools to improve the skills of future workplace personnel. While it is possible for individual organizations to have already on board good partnership program leadership, it is entirely probable that the organization

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will need some assistance along the route toward the establishment of the partnership, primarily at the times previously listed. So, where can such trainers be found? Following is a list of persons and organization who can provide trainers or help you locate the type of assistance you need.

****

RESOURCE	TELEPHONE NUMBER
1. The Virginia Department of Volunteerism Contact person: Katie Noyes	804-786-1431
2. Virginia Association of Partners in Education	804-272-7532 or 804-346-4918
3. Center for Volunteer Development Virginia Tech	1-800-572-2180
4. Virginia Department of Education Contact person: Annette McGhee	804-225-2662
5. Mid-Atlantic Center for Community Education Contact person: Larry Decker, Associate Dean, School of Education, University of Virginia	804-924-0864 or 804-924-0866
6. National Association of Partners in Education Contact person: Carol Pierce, Director of Membership	1-800-992-6787
7. Virginia Chamber of Commerce Contact person: Maggie Barnes, Communications Director	804-644-1607
8. Virginia Congress of Parents and Teachers Contact person: Richard Martin, President	804-355-2816

SECTION V:

RESOURCES IN THE COMMONWEALTH:

PART 2: DESCRIPTIONS OF COMMUNITY/CLASSROOM PARTNERSHIPS IN VIRGINIA:

A Regional Partnership: **BIG-Ed**

contributed by
Charlotte Kuchinsky

In this section, Charlie Kuchinsky describes BIG-Ed, a regional collaborative effort of the Virginia Peninsula Chamber of Commerce with local school districts and regional businesses and organizations.

BIG-Ed: A REGIONAL PARTNERSHIP

Long before Workforce 2000 became a buzz word; before *In Search of Excellence* took the nation by storm; and before the adopt-a-school programs became the "in" thing, there was BIG-Ed. An acronym for Business/Industry/Government and Education, BIG-Ed is a regional collaborative effort of the Virginia Peninsula business and education communities.

WHERE IS THE BIG-Ed EFFORT LOCATED?

The Virginia Peninsula is comprised of four cities - Hampton, Newport News, Poquoson, and Williamsburg - and two counties - James City and York. Within its boundaries are seven federal installations - Langley Air Force Base, NASA-Langley Research Center, Fort Monroe, Fort Eustis, Yorktown Naval Weapons Station, Camp Peary, and the Coast Guard Recruit Training Center. There are three four-year colleges - William and Mary, Hampton University, and Christopher Newport College - one community college, Thomas Nelson Community College, and one private two-year college, Commonwealth College, as well as numerous private sector education entities.

Aside from a summer surge of part-timers associated with tourism, the workforce is standard in terms of occupational mix, and in terms of professionals, technicians, skilled and unskilled laborers. Excluding military on base, the workforce numbers in excess of 185,000. The unemployment rate generally varies between 3.7% and 4.7%. All of this contributes greatly to the Peninsula's need for solid industry-education collaboration.

HOW DID BIG-Ed BEGIN?

Chartered in 1983, the BIG-Ed Council was formed as a result of two independent studies, both of which concluded that the Virginia Peninsula lacked a interface between the business and education communities. One study provided a comparison of the Peninsula with a number of other metropolitan areas in terms of factors which industry looked for when considering expansions or relocations. It gave the Peninsula high marks in every areas except coordination across municipal and school division boundaries. The other study dealt directly with enhancement of vocational education. It too cited lack of collaboration between industry and education as a major problem. Both studies recommended the development of a forum for such communication to take place. That forum became BIG-Ed.

WHAT IS BIG-Ed?

In establishing the council's structure, consideration was given to the three general types of industry-education match-ups: (1) those that support or reinforce education - generally referred to as **advisory councils**; (2) those that reinforce and enhance some major segment of education - generally referred to as **collaboration councils**; and (3) those that reinforce and enhance all of education - most commonly referred to as **partnerships**.

Since all five school divisions already had strong advisory councils in place, BIG-Ed did not seek to usurp their territory. Additionally, at the time of the council's formation, adopt-a-school programs were just beginning to come to fruition. Therefore, the original concept of the council was a collaborative effort in support of vocational education for a prepared workforce. In subsequent years, the council grew in mission to encompass the partnership effort and also to serve in an advisory capacity to some of its educational entities.

WHO IS INVOLVED IN BIG-Ed?

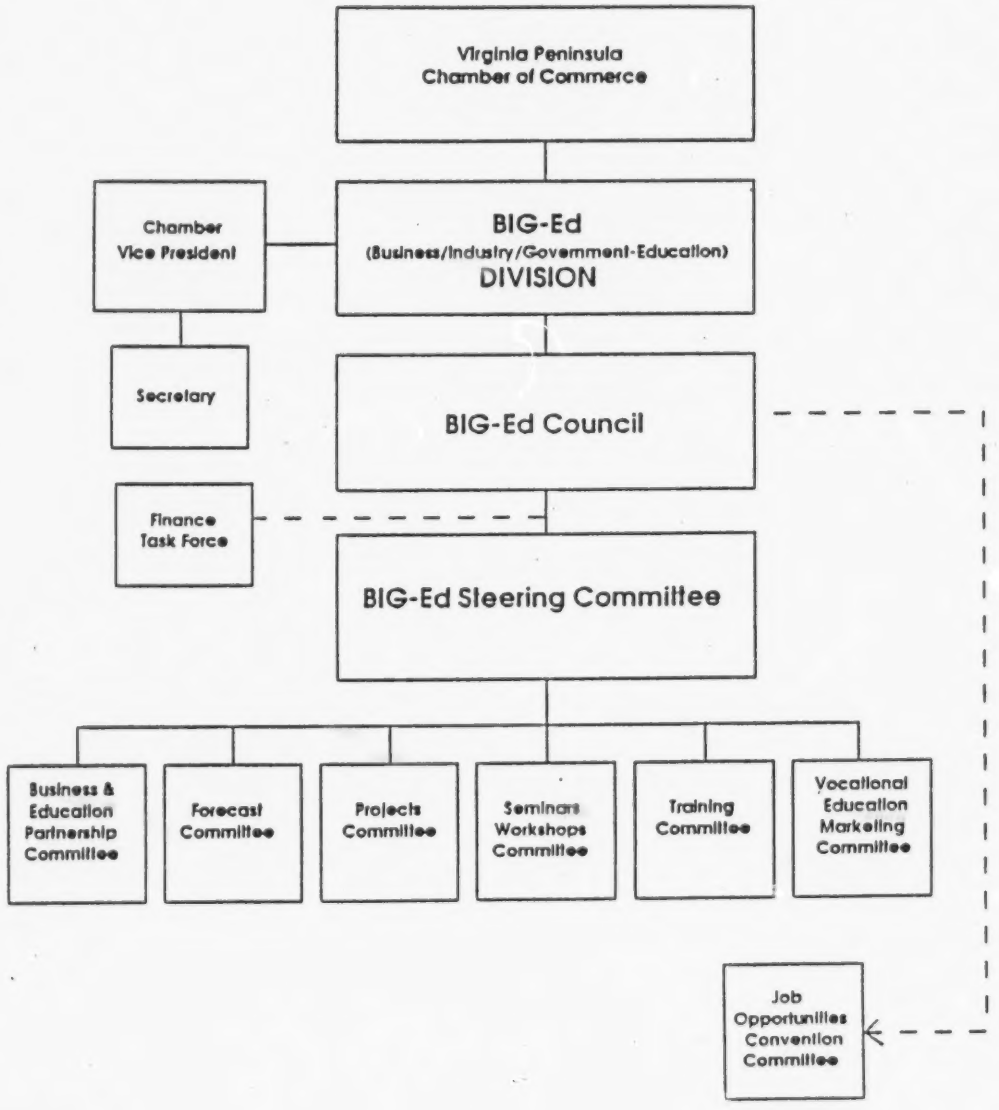
The BIG-Ed Council oversees the programming of the BIG-Ed Division of the Peninsula Chamber of Commerce. The Council consists of almost equal representation between business/industry/government and education. Educational representation includes the superintendents of all local school divisions, directors of local private sector educational institutions, and directors of vocational education. Business representation includes management-level individuals from small, medium, and large-size businesses representing the various industries of the Peninsula - manufacturing, technical, service, financial, and health. Membership on the council currently rests at 52. The Council meets quarterly.

Because the Council itself is quite large, a Steering Committee consisting of a cross-section of council representation oversees the day-to-day operations of BIG-Ed. This body meets monthly.

Beneath the council itself are a myriad of committees which oversee the individual programs and activities of BIG-Ed. Teachers and guidance personnel from the schools, personnel and training specialists from business and industry are represented on these committees. They add another 40-50 individuals to BIG-Ed's "working pool."

Organizational Structure

Business/Industry/Government-Education (BIG-Ed) Division of the Virginia Peninsula Chamber of Commerce



WHAT ARE THE MISSION AND GOALS OF BIG-Ed?

The mission of BIG-Ed is "...to strengthen the economic growth and competitiveness of the Virginia Peninsula by fostering meaningful collaboration between business/industry/government and education..."

The BIG-Ed Partnership has five main goals. They are:

1. to serve as a focal point for consensus between business/industry/government and education on matters pertaining to occupational training in the interest of economic growth;
2. to facilitate collaborative ventures between business/industry/government and education to enhance the educational process;
3. to provide a "forecast of occupational demand" which transfers business/industry/government training requirements to education;
4. to reinforce community understanding and support of vocational education as a training mechanism for a prepared workforce;
5. to respond to requests for services in support of business/industry/government or education regarding workforce requirements.

WHAT SORT OF ACTIVITIES DOES THE COUNCIL UNDERTAKE?

The Council holds an annual Collaboration Workshop, which provides an opportunity for representatives from both business/industry/government and education to talk together about job training requirements and job opportunities. It also provides a mechanism for identifying existing educational issues or problems which need immediate attention.

To facilitate collaborative ventures between business/industry/government and education, the Partnership Program pairs individual schools and businesses. Such partnerships range from businesses providing speakers for career days to actual job shadowing opportunities. Business partners range from service areas to highly technical industries, from civic and community groups to the U.S. armed forces. There are currently 137 partnerships on the Peninsula.

To transfer business/industry/government training requirements to education, BIG-Ed publishes a "forecast of occupational demand." The Council currently keeps track of 35 to 40 of the highest demand occupational clusters on the Peninsula for which there is training available either in public or private education. The forecast serves as an instrument to transfer business' training needs to education. The document contains a detailed skills listing of entry-level requirements in the

occupation under analysis, as well as a picture of working conditions, mental and physical requirements, career potential, compensation information, and education and training requirements.

Each year the Chamber of Commerce and BIG-Ed present an award to an outstanding educator, an outstanding business person, and to eight outstanding vocational students (one per school entity).

Each year the Council hosts a Job Opportunities Convention, which puts together approximately 100 businesses with about 900 graduating high school seniors who are seeking full-time employment upon graduation. Students attending must take part in two rigorous pre-convention activities. The first is a course in resume writing. During that time the students prepare a resume which is distributed to all participating businesses. The second is a course in interviewing techniques.

WHAT ADVICE DOES BIG-Ed OFFER IN PUTTING A COLLABORATION COUNCIL TOGETHER?

The key to successful industry-education interface is getting the right people involved. In order to accomplish that, there must be a payoff for both sides to justify the time and money expended in the effort.

While there is some community service and public relations payoff for business and industry, we found that they most value the future potential for entry-level workers who are better prepared. On the flip side, the payoff education sees is the programming which supplements their efforts and thus provides a broader base of support for their student population. In other words, business sees potential for better a better workforce (from education) while education sees potential for a better process of preparing that workforce.

Therefore, it makes sense that the members of an industry-education collaboration council should be those educators and businessmen who can have the greatest influence on the preparation and presentation of curriculum. Among the providers of manpower development, these people are the most likely to be the heads of institutions. Among the users of developed manpower, however, the heads of companies aren't necessarily those who can best help education. Instead, the users of developed manpower should be represented by a mix of executives, production supervisors, operations supervisors, and personnel and training specialists. These are the people who can spell out the criteria the employer will use in hiring.

Key educators at the secondary level are the superintendents. Without their support, the rest of the picture will not be completed. At the post-secondary level, college presidents are needed. Vocational directors and deans of instruction are important players. Representation from guidance completes the educational mix.

The more difficult appointments come on the business/industry side. It is important to identify key players from small, medium and large-sized businesses as well as from a cross section of industries. It is important to anticipate new training requirements and to identify businesses and industries that may need new kinds of training for their workforce. If possible, find these businesses and industries and involve them in the process of preparing youth for these new kinds of technical positions.

WHAT ARE SOME OF THE LESSONS THAT HAVE BEEN LEARNED BY BIG-Ed?

There will be turf issues.

A certain amount of turf protection will exist in every educational institution. Educators are proud professionals who believe wholeheartedly in what they are accomplishing. It is necessary to be aware of that, and to treat them with the respect and admiration they deserve. However, do not assume they have closed minds. These individuals are geared for life-long learning; if you have something to teach them, and if you do it as their equal, they will listen and learn. You will also learn a lot from them along the way.

There are no "set" business and education positions on every issue.

An underlying assumption behind most industry-education collaborative efforts is that for every issue there is an industry position and an education position and that the job of the committee is to reconcile the two positions. This is an untrue assumption, and should be recognized as such up front. On almost any given issue, industry positions or education positions will cover a wide range of opinions from one extreme to the other. Ten educators' opinions concerning an issue will probably fall at ten different point. It is the same with business, industry and government: ten different representatives will have ten different opinions. Thus you can't expect to satisfy industry or education by satisfying the average industry representative or the average educator. Instead, your response must be seen as reasonable and rational to all members of the committee, however close it may fall to their particular opinions.

Business knows a lot about training and education knows a lot about how business is run.

Another assumption that can get in the way of successful collaboration is the myth that businessmen don't know much about training and that educators don't know how to run a business. This comes from a mind-set that a lot of people have: however, it is one that must be overcome. It is important to "lay all the cards on the table" at the onset of any collaborative venture. Failure to do so will doom the effort, The enemy is the hidden agenda, so seek it out, identify it, and deal with it up front.

Education will expect programs to become "institutionalized" -- incorporated into their ongoing programs -- while business will expect programs to be independent and responsive to changing business conditions.

Be aware of dichotomous expectations on the part of both industry and education concerning collaboration. Education legitimately expects that collaborative programs and projects will be institutionalized and blended into the system on something other than an ad hoc basis. Industry, on the other hand, shies away from commitments from which they cannot extricate themselves gracefully if the business climate changes. This dichotomy is a challenge that must be acknowledged and met.

Business/industry and education must be aware of the necessity of open lines of communication and make every effort to listen to each other.

The most important part of any collaborative venture is communication. There must be an open line of communication between the two partners. Business must be willing to listen to education about why it can't provide a certain type of program or train to certain specifications. Education must be willing to listen to business' needs. The tendency to teach "the way we've always taught" or to teach "what we want to teach" must be suspended long enough to listen to why new methods of teaching should be employed or understand why skill needs are changing.

Funding is essential, and there are a variety of methods of finding the money -- don't let apparent lack of funding stop you.

The final issue is funding. If the council is to be staffed, a mechanism must be put into place to fund it. There are a variety of ways of accomplishing this. In many such ventures, business underwrites the cost of operation, either through cafeteria funding or through an agency such as the Chamber of Commerce or an economic development council. In a few places, volunteer staffs are provided by either business or education and the council is "housed" either at an educational facility or business at no direct cost to the council. In the instance of BIG-Ed, funding is split 50/50. Education contributes at the rate of 50 cents per student, the Chamber contributes the

remaining half. Do not let this issue bog you down. Once a collaborative venture has been agreed upon, a method for funding will be achieved.

HOW DO WE CONTACT YOU FOR FURTHER INFORMATION?

If you are interested in obtaining further information on a regional collaborative effort, we invite you to contact us:

Big-Ed Council
c/o Virginia Peninsula Chamber of Commerce
P.O. Box 7269
Hampton, VA 23666

Let me leave you with this quotation from a special report on our nation's future:

It is through the schools that this nation has chosen to pursue enlightened ends for all its people. And it is here that the battle for the future of America will be won or lost.

-"An Imperiled Generation,"
The Carnegie Foundation Special Report

SECTION V:

RESOURCES IN THE COMMONWEALTH:

PART 2: DESCRIPTIONS OF SCHOOL/COMMUNITY PARTNERSHIPS IN VIRGINIA

Local Partnerships: A Sample of Four District Partnership Programs

In this section, four different school district partnerships are described. These partnerships represent the great variety of arrangements that are to be found in Virginia between schools and communities. In Roanoke, an education foundation has been established to help prepare for changing technology skills needed in the future workforce. In West Point, a partnership was set up between a major corporation and its local community to help address a shortage of math and science teachers. In Fairfax County, a variety of partnerships are coordinated and administered by one of the largest school systems in the country. Virginia Beach has implemented an system-wide adopt-a-school program, one which forges ties to the extensive military resources in the area.

1. ROANOKE

PARTNERS IN EXCELLENCE, INC.

The economy of the Roanoke Valley is in transition and many of its major industries have been affected by changing technologies. Recognizing that the quality of the valley's emerging labor force will be essential to securing its economic future, Partners in Excellence, Inc., a non-profit educational foundation was established. The partnership seeks to draw upon the resources of the Roanoke Valley business community to provide assistance to students via information, role models, work opportunities, and encouragement.

The objective of the partnership is to ensure that each student will graduate with basic skills, work knowledge, an understanding of work attitudes, and a belief that the business community wants and needs them. There are five categories in which a business may give assistance to Roanoke Valley students: providing work experience, faculty and staff development, volunteer mentors and faculty, in-kind contributions, and the Roanoke Valley Governor's School for Science and Technology. As a partner, a business makes a commitment to provide any one or all of the following services: mentors, part-time jobs, on-the-job training, funding, scholarships, inventory equipment, managerial expertise, curriculum development, teacher training and staff development, and technical assistance.

Partners in Excellence, Inc. gives schools in the Roanoke Valley new resources and new ideas from which to draw upon. Students, teachers, and administrators are afforded a chance to witness the business environment at its best. Young people are provided with the opportunity to prepare themselves for rewarding careers and an understanding of the relevance of education to the work world. Businesses involved in the program derive a better labor force in the Roanoke Valley from which to recruit and eligibility for important tax credits.

2. THE TOWN OF WEST POINT

THE JOINT EMPLOYMENT PILOT PROJECT

West Point is a rural community with a stable population. There are two schools in the district serving six hundred and eighty nine students and enrollment is increasing. Since 1983, the community has undertaken a collaborative effort with a local corporation to meet the demands for high school math and science teachers.

The Joint Employment Pilot Project is the result of a cooperative relationship between the Town of West Point Public Schools and the Chesapeake Corporation of Virginia which was initiated and encouraged by the State Department of Education. The project addresses the growing shortage of qualified mathematics and science teachers. This shortages poses particular concerns for small school systems such as West Point. The purpose of the partnership between West Point and Chesapeake Corporation is to develop a private industry/school system joint employment project to demonstrate the feasibility of easing the public and private teacher shortage. The project has the residual benefit of promoting better relations between the community and its schools.

The project coordinates services which benefit the Town of West Point Public Schools and Chesapeake Corporation of Virginia. Chesapeake Corporation agrees to recruit and employ an engineer (with computer science training) and to make that employee available to the Town of West Point Public Schools on a part-time basis. The individual would teach high school courses in higher mathematics, science, or computer science depending upon curriculum needs determined by the School Division. In addition, West Point School Division personnel will be permitted to use exercise equipment offered by Chesapeake Corporation to its employees for individual user fees commensurate with those charged Chesapeake employees.

In exchange for the services provided by Chesapeake Corporation, the Town of West Point Public Schools obliges by providing School Division facilities and personnel. The School Division's telecommunication studio will be available to Chesapeake's employee training personnel. School grounds, facilities, and equipment such as school buses will be accessible to Chesapeake Corporation. Also, a physical fitness program will be offered to Chesapeake employees. School facilities and personnel will be used to conduct this program and the cost will be borne by the participants.

The State Department of Education offers support and guidance through its staff and resources to assure the success of the project. Integral to the project's success is the State Department of Education's flexibility in regulating teacher certification.

The Town of West Point Public Schools, the Chesapeake Corporation of Virginia, and the State Department of Education each evaluate the project at the end of the school year. The Project Study Committee then reviews the evaluation results.

3. FAIRFAX COUNTY PUBLIC SCHOOLS

1. SUPERINTENDENT'S BUSINESS/INDUSTRY ADVISORY COUNCIL

The Business/Industry Advisory Council (BIAC) was formed in November 1982. Business and industry leaders were invited to be members of an advisory board representing the business community. The Council, which represents the business and industry perspective, serves as a nucleus for initiating, promoting, and supporting partnership efforts within Fairfax County Public Schools. There are currently thirty-five members of the Council.

Initially, the Council focused upon areas in which school systems have traditionally not excelled, including the professional development of personnel and the assimilation of managerial and technological techniques. Currently, the Council selects several projects to work on each year from a list recommended by the Superintendent of Fairfax County Public Schools. The primary mission of the BIAC is to provide a channel through which the school division can express its needs to the business community. The Council and the school administration jointly identify areas of common interest which offer favorable prospects for application within the school system.

This cooperative partnership requires that Council members understand school programs and goals and relate them to business needs. Topics which have been identified for active participation by the Council include: sharing resources for professional training, encouraging the improvement of instruction, assistance in the development of computer literacy programs, endorsement of the merit pay plan, development of strategies to improve the image of technical/vocational education and integrate content into the high school curriculum. Additional topics considered by the Council have been support for the first International Studies Institute, designing models which incorporate disabled students into the work force, conducting a review of infrastructure needs in the schools, design of a plan to increase the professionalism of teaching, and organization of the Outlook 2010 conference to develop a vision for education in the future.

2. FEMALES ACHIEVING MATHEMATICS EQUITY (FAME)

The Females Achieving Mathematics Equity (FAME) program began in 1985. It was a joint effort between local businesses and the Math and Science Liaison Office

of the Fairfax County Public Schools. Area businesses had expressed a concern about the lack of qualified females expressing math and science backgrounds. Since Fairfax County Public Schools was also interested in improving achievement in these areas, it was decided that a program should be developed to encourage young women to pursue coursework in these fields.

A primary goal of FAME is to positively influence intermediate school females and encourage them to continue in math and science coursework in high school and college. FAME is a five day program where selected eighth and ninth grade females visit three businesses to learn how math is applied to the workplace. After an orientation at the host company, the students are matched with a female monitor who demonstrates the practical applications of mathematics and its relevance in the workplace. Four sessions are offered each summer. Approximately one hundred female junior high school students participate and each year twelve businesses are associated with FAME. In 1990, the following businesses were involved: Fair Oaks Hospital, Payroll Office of Fairfax County Public Schools, Dewberry & Davis, Northern Telecom, Inc., U.S. Sprint, GTE Spacenet, Mt. Vernon Hospital, Ft. Belvoir, Signet Bank, TRW, IBM, Sovran Bank.

3. BUSINESS INSTITUTE FOR EDUCATORS (BIE)

Originally sponsored by the IBM Corporation, since 1987 the Business Institute for Educators (BIE) has been planned and supervised by a Board of Directors comprised of school and business representatives and managed by the Institute Director. The BIE is a regional program supported by businesses in Virginia, Maryland, and the District of Columbia.

BIE was developed to establish a forum where educators can familiarize themselves with the needs of businesses as well as the services these businesses provide. BIE seeks to address the balance demanded of educators between traditional educational goals and the rapidly changing needs of the contemporary workplace. The goal of BIE is to introduce educators to the business workplace so that they will be sensitive to the practical expectations businesses will have of the students.

BIE offers an eight day program during the summer. One hundred and twenty educators from all of the local school divisions within Fairfax County Public School System are eligible to attend. Visits are made to a variety of businesses within the Washington Metropolitan area and educators learn about the companies and tour their

facilities. Training courses that promote personal and professional development are also offered during the program.

4. SEMINAR AND TOUR FOR EDUCATORS

The Fairfax County Chamber of Commerce, Fairfax County Public Schools, George Mason University, and Northern Virginia Community College have co-sponsored The Annual Seminar and Tour for Educators since 1982. A vocational education grant obtained by Fairfax County Public School System has sent teachers to these seminars and since 1982 over one hundred businesses have participated. Each year one corporation offers its conference facilities for the morning seminars, another provides refreshments, and individual companies provide lunch and host afternoon tours and information sessions for educators.

This partnership of business and education has been of great benefit to educators in the Fairfax County Public Schools. They have gained useful ideas and information to take back to the classroom; learned about business trends and how education is being applied in the business setting, and developed a greater appreciation for the growing interdependence of the business and education communities.

5. FAIRFAX COUNTY VOCATIONAL EDUCATION FOUNDATION

The Fairfax County Vocational Education Foundation was established in 1970 through a cooperative agreement between Fairfax County Public Schools and several local business leaders. A non-profit corporation was chartered to support and promote vocational education and career development in the Fairfax County Public Schools. The Foundation is comprised of business and trade specialists representing a variety of retail, manufacturing, trade and service organizations.

The Foundation has supported a number of successful projects involving high school students in hands-on learning experiences and training which have enhanced their ability to contribute to the workforce. Five practical programs are currently sponsored by the Foundation: a house building project teaches bricklaying and carpentry skills, an auto sales program provides auto repair and sales skills, floorcovering mechanics instructs students in hardwood floor, tile, and carpeting installation, horticulture principles and techniques are taught through practical

application, and retail skills such as buying and selling, pricing, taking inventory, and making personnel decisions are learned at the "Classroom-on-the-Mall" located in Springfield Mall.

To encourage students in career development and training, the Foundation has established a scholarship program which assists students who wish to continue their studies in a vocational field.

4. VIRGINIA BEACH CITY PUBLIC SCHOOLS

SCHOOL/BUSINESS/MILITARY PARTNERSHIPS

The Virginia Beach City Public Schools serve 69,000 students at seventy-two schools. Enrollment is presently increasing and consists of a diverse mixture of urban and suburban, stable and transient populations. In 1984, the Hampton Roads Chamber of commerce-Virginia Beach and the Virginia Beach City Public Schools initiated a pilot program with four school/business partnerships. The program flourished and in 1987 a full-time coordinator was hired by Virginia Beach City Public Schools to supervise its progress. There are currently two hundred and nine partnerships among the seventy-two schools in the system.

The Hampton Roads Chamber of Commerce-Virginia Beach and Virginia Beach City Public Schools developed and implemented a network of school/business partnerships with several goals intended. They wanted to provide students with opportunities to understand business, the skills needed to succeed in the work place and career choices and present role models and motivational programs to influence at-risk students. Also, business expertise would be used to enhance the technology and management skills of school staff and students. Programs would be developed to offer recognition and incentives for administrators, teachers, students, and parents. Overall, community confidence in public education would be fostered.

A partnership between Kempsville High School and Talbot and Associates, Ltd. was given the Excellence in Education Award by Virginia Tech. The award distinguishes programs which exemplify the best in Virginia education through innovation and creativity with consideration to replicability and cost-benefits factors. A "CAN DO" philosophy was nurtured in the students under the direction of Talbots and Associates, Ltd. Special projects covered a variety of areas. There were recognition awards for student achievement, programs to increase student awareness

of environmental issues, a landscaping project, and a project to design an interior for the foyer and entrance to the school's library. Talbot donated professional magazines to the library and participated in job shadowing projects between students and survey crews.

Birdneck Elementary School was adopted by Fleet combat Training Center/Dam Neck and the seventy-seven volunteers who participated from Fleet Combat were recognized with the Governor's Award for volunteering Excellence (GAVE). They designed a program to support Birdneck Elementary's educational philosophy to develop each child intellectually, personally, socially, and physically. Fleet Combat volunteered over two hundred hours a month for tutoring students in math, reading, language arts, and special education. They donated over one thousand hours to initiate and implement a computer club for the students. Other activities included a "Mini-Olympic" sports day, Constitution Day events, field trips, navy band concerts, and classroom lectures on drug awareness and dental health.

Another exemplary partnership within Virginia Beach Public Schools is between College Park Elementary School and Atlantic Fleet Credit Union. Special projects included a landscaping project to design a reading area for students, a garden club, a field trip to the credit union, a fourth grade spelling bee, and donation of carpeting for portable classrooms. The personnel at the credit union provided classroom presentations on math skills, money management, and career awareness. Students display their art works at the credit union and the credit union lends the school use of resource materials such as video tapes and records. A sixth grade job shadowing program was initiated and computer training was offered.

SECTION V:

RESOURCES IN THE COMMONWEALTH:

PART 2: DESCRIPTIONS OF SCHOOL/COMMUNITY PARTNERSHIPS IN VIRGINIA:

A Unique Partnership: **The Video Documentary "Church Hill"**
A Partnership between a city school district
and a Department of Correctional Education Learning Center

contributed by
Dr. Carter White
Principal
Beaumont Learning Center

In this section, Dr. White describes a project devoted to helping at-risk youth develop needed technical skills, work cooperatively on a joint project, and create an artistic, informative video about Churchill, an historic section of Richmond. This collaborative effort was nominated for a national award in 1990.

THE VIDEO PROJECT: "Church Hill: From Sugar Bowl to Capital Square"

WHAT IS THE VIDEO PROJECT?

This project created a video documentary on the Church Hill neighborhood of Richmond, Virginia. The documentary was produced by "at-risk" students from three schools: Kennedy and Armstrong High Schools, part of the Richmond City Public School System, and DCE Youth School, Beaumont Learning Center. There were approximately 25 students and five teachers involved. The documentary was produced in less than 90 days at a cost of $4000.

WHO VOLUNTEERED TIME AND RESOURCES?

Twenty agencies volunteered time and resources:

Governor's Office, Commonwealth of Virginia
House of Delegates, Commonwealth of Virginia
Virginia Department of Correctional Education
Virginia Department of Education
Virginia Department of Volunteerism
Richmond Public Schools
Professional Citizens' Group for Dropout Prevention
WRIC-TV Channel 8
Q-94 Radio Station
Magic 99 Radio Station
Avec Electronics, Inc.
Historic Richmond Foundation
Richmond Housing Authority
Historic Church Hill Association
Mont Maria Convent
Fourth Street Baptist Church
Virginia Commonwealth University
Virginia Union University
Virginia Polytechnic Institute and State University
Cherrydale Veterinary Clinic

HOW DID IT COME ABOUT?

After viewing EYES ON HARLEM, a documentary that explored the cultural heritage of that famous region of New York City, the Virginia Subcommittee Task Force on Dropout Prevention and Self-esteem expressed an interest in sponsoring a similar project for Virginia. The Task Force formed a partnership with the Department of Correctional Education and the Richmond Public Schools.

WHAT DID IT SET OUT TO ACCOMPLISH?

The project had six goals:

1. to provide the students with training for basic skills in the area of film/video arts and communications technology

2. to provide an opportunity to work within the community and learn about the cultural heritage of urban neighborhoods

3. to participate in a team effort which would stress cooperative learning and positive peer interaction

4. to build positive student self-esteem through the creation, production and "marketing" of the video documentary with recognition from various sources

5. to use the project as a pilot for alternative education curricula for at-risk students in Virginia

6. to serve as a model for future joint ventures between the Department of Corrections, the Department of Correctional Education and Virginia's Public Schools.

WHAT WAS ACHIEVED?

The project was nominated in 1990 for a National Partnerships in Education Award. The Legislative Task Force on Dropout Prevention and Self-Esteem recommended to the General Assembly that the 3rd week in April be designated "Positive Self-Esteem Week" for Virginia's schools. The video project and participating students were recognized during this week by the General Assembly.

SECTION V:

RESOURCES IN THE COMMONWEALTH:

PART 3: AVAILABLE RESOURCES

In this section, we have listed resources to help you establish, improve or explore changes in school/community partnerships.

AVAILABLE RESOURCES

All of the materials listed below have been obtained through project funds and may be borrowed by sending a written request. We will send you the material which you may keep for up to one month. If you have any questions about any of these materials, please call us. If you are looking for other resources that you do not find listed here, we will be glad to help you locate them. If you have additional materials which you would recommend to others please let us know about them so that we can add them to our library.

Also, the Department of Volunteerism maintains an extensive library of its own, containing materials on all aspects of volunteerism, from creating and maintaining nonprofit organizations to information on youth service programs across the country. You may visit the library to read these materials and a xeroxing service is available.

Contact us at:

Department of Volunteerism
223 Governor Street
Richmond, VA 23219

(804) 786-1431.

AVAILABLE RESOURCE MATERIALS

Abrams, Don and Dr. Susan D. Otterbourg, eds., ***Partnerships in Education: Measuring Their Success***, Largo: InfoMedia, Inc., 1989.

This recent publication describes methods used to assess partnership programs. Extremely helpful are the many sample forms that demonstrate how partnerships across the country monitor and assess their programs.

Albert, Sheila, ***Hiring The Executive Director***, Downers Grove, IL: VMSystems, 1989.

American Association of School Administrators, ***Some Points to Make When you Talk About the Summit, Response to 9/28/89 National Education Summit.***

This pamphlet responds to each of the recommendations made at the Education Summit in Charlottesville. Additional issues that the Association feels should have been included are also discussed.

Asche, Jane, ***A Handbook for Principals and Teachers: A Collaborative Approach for the Effective Involvement of Community and Business Volunteers at the School Site***, Arlington, VA: The National Association of Partners in Education, Inc., 1989.
A concise handbook for school partnerships, following the NAPE 12-step process.

Ascher, Carol, ***Improving the School-Home Connection for Poor and Minority Urban Students***, New York, NY: ERIC Clearinghouse on Urban Education, 1988.

Ascher, Carol, et. al., ***Youth Mentoring Programs and Practices***, Washington, DC: National Alliance of Business.

Ascher, Carol, ***School-College Collaborations: A Strategy for Helping Low-Income Minorities***, New York, NY: ERIC Clearinghouse on Urban Education, 1987.

Bradshaw, Anita L. ***So You Want To Sponsor A Workshop?***, Downers Grove, IL: VMSystems, 1988.

Cetron, Marvin et. al., ***Schools of the Future: How American Businesses Can Cooperate to Save Our Schools***, New York, NY: McGraw Hill. 1985.

Dalsimer, John Paul, CPA, ***Self-Help Accounting***, MBA Publishing, 1988.
This short publication is intended for the treasurer of volunteer programs and other nonprofit organizations and provides important information in a straight forward, practical manner.

Decker, Larry E. and Virginia A., ***Home/School/Community Involvement***, Arlington, VA: American Association of School Administrators, 1801 N. Moore Street, Arlington, VA 22209-9988, 1988.

Ellis, Susan J., et al, ***Children As Volunteers***, Philadelphia, PA: Energize, 1980.

Ellis, Susan J., ***From the Top Down: The Executive Role in Volunteer Program Success***, San Francisco, CA: Jossey-Bass Publishers, 1989.

Ellis, Susan J. and Katherine H. Noyes, ***No Excuses: The Team Approach to Volunteer Management***, Philadelphia, PA: Energize, 1987.

Elllis, Susan J. and Katherine H. Noyes, ***Proof Positive: Developing Significant Volunteer Recordkeeping Systems***, New York, NY: McGraw Hill Book Co., 1985.

Friedman, Paul, G. and Elaine A. Yarbrough, *Training Strategies from Start to Finish,* New Jersey: Prentice-Hall, Inc., 1985.

Lewis, Anne C., ***Partnerships Connecting School and Community***, Arlington, VA: American Association of School Administration, 1986.

Lynch, Rick, ***Developing Your Leadership Potential***, Downers Grove, IL: VMSystems, 1988.

Lynch, Rick, and Steve McCurley, ***Essential Volunteer Management***, Downers Grove, IL: Heritage Arts Publishing, 1984.

MacDuff, Nancy, ***Building Effective Volunteer Committees***, Downers Grove, IL: Heritage Arts Publishing, 1986.

MacDuff, Nancy, ***Designing Programs for the Volunteer Sector***, Downers Grove, IL: VMSystems, 1989.

MacDuff, Nancy, ***Volunteer Recruiting & Retention***, Downers Grove, IL: Heritage Arts Publishing, 1986.

MacKenzie, Marilyn, ***Dealing with Difficult Volunteers***, Downers Grove, IL: VMSystems, 1988.

Maeroff, Gene, for The Rockefeller Foundation, ***Helping Schools Work***, 1989.

McCurley, Steve, and Sue Vineyard, ***101 Ideas for Volunteer Programs***, Downers Grove, IL: Heritage Arts Publishing, 1988.

McCurley, Steve and Sue Vineyard, ***101 Tips for Volunteer Recruitment***, Downers Grove, IL: Heritage Arts Publishing, 1987.

McCurley, Steve and Sue Vineyard, ***101 Ways to Raise Resources***, Downers Grove, IL: Heritage Arts Publishing, 1988.

Merenda, Daniel W., ***A Practical Guide to Creating and Managing School/Community Partnerships***, Arlington: National School Volunteer Program, Inc. 1986.

Rigden, Diana Wyllie, ***Business and the Schools: A Guide to Effective Programs***, New York, NY: Council for Aid to Education, 1989.

Vineyard, Sue and Steve McCurley, ***101 ways to Raise Resources***, Downers Grove, IL:Heritage Arts Publishing, 1987.

Vineyard, Sue, ***Evaluating Volunteers, Programs and Events***, Downers Grove, IL: Heritage Arts Publishing, 1988.

Vineyard, Sue, ***Marketing Magic for Volunteer Programs***, Downers Grove, IL: Heritage Arts Publishing, 1984.

Zacchei, David A. and Jill A. Mirman, ***Business-Education Partnerships: Strategies for School Improvement***, Andover, MA: The Regional Laboratory for Educational Improvement of the Northeast and Islands, 1986.